

Woodlands Primary School and Nursery – Special Educational Needs and Disabilities (SEND) Local Offer

Woodlands Primary School and Nursery provides a broad and balanced creative curriculum for all pupils that includes developing outdoor learning opportunities. Our prime aim is that all pupils will have the opportunities to achieve their potential.

At Woodlands, we have an Inclusion Team to identify, support and monitor the needs of all pupils across all phases of the school this team consists of the Head Teacher (Mrs Duncombe), the Assistant Headteacher for SEND/SENCo (Mrs Murray) and the Inclusion Manager (Mrs Fisher). This team works closely, together with the wider SLT team, to offer a comprehensive package of support that encompasses both SEND needs and pastoral needs, which are regularly reviewed, assessed and monitored to consider who and how to support emerging needs of all pupils at Woodlands.

Meeting the needs of pupils with SEND is a high priority at Woodlands, thus all members of the Inclusion Team are also part of the Senior Leadership Team, and, as such, can ensure that the needs of SEND pupils receive the attention they need at the highest levels of decision making in the school.

The Link Governor for Inclusion Mr Dave Jackson a retired teacher with experience in both primary and secondary education, as well as experience of working as part of the Telford and Wrekin Behaviour Support Team.

Early Identification of SEND

There are several ways in which the identification of SEND may be triggered, including the following:

- Records and information received from a previous setting
- Parent/carers concerns
- Pupil concerns
- Support staff/Class teacher concerns for learning behaviour, difficulties or barriers to learning that pupils may be displaying
- Analysis of termly data demonstrating on-going low attainment and/or a little/lack of progress during termly Pupil Progress Meetings, despite wave 2 intervention.
- Referral reports or recommendations from an outside agency

Support for children with SEND

Each class, from Nursery through to Year 6, is supported by a Higher-Level Teaching Assistant (HLTA) or a Teaching Assistant (TA). Across school, there are also additional TAs and pastoral assistants who are used flexibly to meet the changing needs and demands of our school. For more complex needs, pupils may be allocated additional, individual support, within one of our provision groups.

Our school team of support staff currently:

- EYFS – 2 HLTAs, 4 TAs, 1 Ancillary Assistant
- Key Stage 1 – 3 HLTAs, 2 TAs
- Key Stage 2 – 5 HLTAs, 3 TAs
- 2 ELSAs
- Jigsaw (all day) - SEND HLTA, 2 TAs
- Shine provision group (mornings) – 1 Teacher, 1 HLTA and 2 TAs
- Pathfinders (afternoons) – 1 Teacher, 1 HLTA, 2 TAs
- Nurture Provision – 2 ELSAs
- Inclusion Manager – Mrs Fisher
- Early Help Officer – Mrs Craven

Staff Training

The Assistant Headteacher for SEND/SENCo has completed the National Award for Special Needs Co-ordination (NASENCO) and has a Post Graduate Certificate in Inclusion and Vulnerable Learners, from the University of Bath. The SENCo is also a Deputy Designated Safeguarding Lead (DDSL), Mental Health First Aider and has Autism Education Trust training Level 1 (Autism Awareness), Level 2 (Good Practice) and Level 3 (Autism Lead).

To stay informed with local and national updates and developments, in SEND, the SENCo attends termly Telford and Wrekin Local Authority SENCo network meetings, for both primary and EYFS phases.

Jigsaw provision lead has completed the NASEN 'Golden Key' training, along with a plethora of SEND specialist training courses for specialist interventions and strategies, including many early language development workshops delivered by Speech and Language Services. She is also trained to deliver Early Communication Screening, It's Time to Talk/Listen and EYFS Talk Boost. Last year, there was also a package of Bridge Specialist School outreach work for the Jigsaw provision lead and support staff.

Shine and Pathfinders provision lead is completing the NPQ SEND qualification. The provision lead is also the Future in Mind and Personal Development lead at Woodlands Primary School and has a wealth of knowledge and experience in schools and beyond, with working with vulnerable pupils, particularly those with SEMH difficulties and differences.

Our wider team of support staff have a wealth of training and experience, which include:

ELKLAN – specialist speech and language training to support the delivery of speech and language care plans devised by the Speech and Language Therapy (SaLT) Service. To reflect our belief that early intervention is key, 3 TAs have received the training.

Makaton – all EYFS staff, plus 2 further TAs within school, have had Makaton training from Speech and Language Services, refreshed last year. Makaton is a language program that uses symbols and signs to support spoken language, to enable people to communicate.

It's Time to Talk/Listen – 5 staff members have received the training for this pre-EYFS Talk Boost speech and language program.

EYFS Talk Boost – two teachers and 4 support staff are trained to deliver this program. This is a research-based speech and language program, recommended by SALT Services and Telford and Wrekin SEND Team.

Woodlands were part of a SALT Services project in the summer term of 2026 – Enhanced Community Support project – due to the significantly high numbers of speech, language and communication needs at Woodlands.

KS1 Talk Boost – 2 support staff

KS2 Talk Boost – 2 support staff

Precision Teaching (PT) – the majority of the support staff team have received training from our Educational Psychologist (EP) to assess, develop and implement individual intervention for reading, spelling and maths, using the PT method to support those children displaying possible dyslexia and/or dyscalculia needs.

Cool Kids – teaching and support staff members have attended training for this Occupational Therapy program, devised to support children with gross motor skills problems.

Other training amongst staff includes:

- Child Protection and Safeguarding (all staff)
- E-Safety training (all staff)
- MAPA (Management of Actual and Potential Aggression training)
- Learning Mentor training
- Draw and Talk
- Massage in School Program (MISP)
- Lego 'Build to Express'
- Lego Therapy training

- ELSA training and ongoing termly EP supervision
- Read Write Inc (RWI)
- Autism Education Trust Level 1 (all staff)
- Autism Education Trust Level 2 (SENCo)
- Autism Lead Practitioner Level 3 (SENCo)
- Epipen
- Asthma (all staff)
- First Aid and Pediatric First Aid
- Attachment and Trauma (all staff)
- Emotion Coaching (most staff)
- Risk and Resilience (most staff)
- MAPA de-escalation theory training (all class staff)
- Early language development training from SaLT services, including Objects of Reference, Visuals Workshop, Contrastive Pairs Workshop, Vocabulary Development Workshop, Verbal Reasoning Workshop, Information Carrying Words Workshop, Colourful Semantics, and several others
- Early Bird program (10-week training program for staff and parents) to support children with ASD (SEND HLTA)
- Rising to the Challenge (8 sessions for staff and parents) to support children with Autism (SEND HLTA and 1 Jigsaw TA)
- Teaching staff – Dyslexia Awareness and Dyslexia Strategies in the Classroom Support staff have been trained, by the Sensory Inclusion Service, how to carry out daily checks and maintenance of hearing equipment, as used by 3 pupils
- All of 25-26 Key Stage 2 support staff were trained in Telford and Wrekin's Literacy Pathways reading intervention
- PINS CPD via the DfE PINS project, over the last 2 academic years, across a range of areas of difficulty (SEMH, ND, OT, SLCN, etc)
- Whole school focus for the delivery of the PACE approach, which will be delivered to the whole school staff across the 26-27 academic year, to enhance our attachment and trauma informed approach

Transition

During the summer term, Year 6 receives a program of support to aid the smooth transition to their designated secondary school. Some pupils may receive a more personally adapted approach, which can include additional visits to their next school, supported by a TA or ELSA. We work closely with the receiving secondary schools: the SENCo holds meetings with the receiving SENCos to share information to ensure individual needs are known.

During the summer term, children with individual needs are supported with regular visits to the new phase of school and create social stories and/or transition books to support the move. Photos and regular contact with the new teachers are used to support pupils to deal with the changes ahead.

Home visits and additional transition visits also take place for our youngest new pupils. When a SEND need is already identified, Woodlands staff will endeavor to visit them in their current setting and Woodlands' SENCo will meet with the prior SENCo to gather key information and strategies and interventions needed to support the pupil.

Interventions and Resources available when needed/suitable

Autism

- Lego Therapy
- Social stories
- Individual visual timetables
- First/Next/Then charts
- Feelings fans
- Ear defenders
- Personal workstations – visually supported
- Widgit-supported visual prompts
- Widgit-supported communication boards
- Fidget resources

Speech and Language

- Early Communication Screening – Stoke Speaks Out (EYFS)
- Makaton (EYFS)
- Attention Bucket (EYFS)
- It's Time to Talk/Listen (EYFS)
- EYFS Talk Boost
- KS1 Talk Boost
- KS2 Talk Boost
- iPods to record sentences
- Sound buttons to record short verbal ideas
- Individual SaLT care plans – supported by specific workshop training from SaLT services
- SaLT workshops for staff and parent training, as advised
- Whole-school Widgit license, to support symbol and text communication, and to offer translation into 80 languages

Occupational Therapy (OT)

- Cool Kids
- Sensory Circuits
- Write From the Start
- Writing Slopes
- Wedge and wobble cushions
- Weighted jackets/ lap cushions

- Adapted pencil grips, specialist pens/pencils, scissors, etc.
- Ergonomic scissors
- Sensory bags in every class room

Literacy

- RWI 1-1 tuition
- RWI Speedy Reading
- Lucid Rapid (Dyslexia screening)
- Stile Tiles
- Daily RWI 'Speedy Reading'/'Speedy Comprehension'
- Precision Teaching for reading and spellings
- Clicker 7 / Word dictation tool
- Adult scribe for extended pieces of writing
- Literacy Pathways (KS2)
- Kinetic Letters – letter formation program across school
- Fresh Start KS2 phonics program
- Lexia ICT-based personally tailored intervention

Numeracy

- Precision Teaching
- Numicon resources
- Number Stacks
- Number Sense
- Guided Maths focus group work

Social Skills

- Nurture UK group, 4 afternoons per week
- Weekly whole school 'Making Relationships Time'
- Massage In School Program (MISP)
- Relax Kids visualisations
- Structured break/lunch time – adult supported indoor play to enable positive social times
- Pathfinders provision – offering outdoor learning curriculum, afternoons
- ELSA 1:1, small group and whole class support
- BEEU Mental Health Support Team Practitioner allocated to school
- Workstations within SLT offices
- ELSA Room –ELSA/Learning Mentor base, used as a quiet, reframing room
- Rainbow Room – safe space for pupils who are emotionally and physically dysregulated

There is a wide range of programs and resources available, within the Nurture room and curriculum cupboard, to support other areas of need.

Outside Agencies

Woodlands Primary works with a range of outside agencies to support the learning and needs of our pupils. These include Learning Support Advisory Team (LSAT), Speech and Language Therapy Services (SaLT), Child and Adolescent Mental Health Services (CAMHS), Behaviour Support Advisory Team (BSAT), Educational Psychologist (EP), Early Years Intervention Qualified Team, BEEU Mental Health Support Team (MHST), Stepping Stones, Telford Child Development Centre, Sensory Inclusion Service, Healthy Child Program Team (Health Visitor and School Nurse Team), Fair Access Panel (FAP), Information and Advice Support Service (IASS), Children and Family Services, Social Work Team, Virtual School, tutoring service and local special schools.

Facilities

Our school accommodation offers a range of modern facilities such as:

- Class 'pods' – learning spaces for groups and individuals within year groups 2-5
- Jigsaw room – a small, low-arousal learning environment, accommodated within the Inclusion Corridor, within a secure area of school
- Shine room – SEMH provision group room, a small, low-arousal learning environment, accommodated within the Inclusion Corridor, within a secure area of school
- ELSA room – breakout/withdrawal room for academic group work or pastoral work with Learning Mentor/ELSA/Inclusion Manager
- Rainbow Room – safe space for pupils who are in a heightened emotional and physical state of dysregulation
- Eco lodge – classroom within the outdoor learning space
- Pond, garden, forest school area, sensory garden for outdoor learning
- Early Years outdoor learning space
- Adventure park
- Automotive lighting sensors to adjust light levels in classes
- Automatic windows to control the heat and carbon dioxide levels
- Drinking water available in all learning areas and corridors
- Hygiene room
- 5 disability toilets
- Ramps
- Easily accessible doors and ramps for wheelchair users
- Single level across the whole site
- Disability parking section at the top level of the school car park

Pastoral Programs

At Woodlands Primary School and Nursery, we are fortunate to have a developed and dedicated pastoral team. This team is led by the Inclusion Manager, Mrs Fisher, who works alongside the SENCO to ensure that social, emotional and behaviour needs are supported as well as SEND. A range of programs are available to the children at Woodlands:

- Relax For Kids (daily visualisations for all children across school, from Nursery age)
- MISP
- Regulation Stations in every classroom
- Personal regulation/calm boxes for some children
- Tapping for Joy (cognitive behaviour therapy – CBT)
- Positive Touch
- Draw and Talk
- Lego ‘Build to Express’
- Lego Therapy
- Circle of Friends
- Learning Mentor drop-in sessions
- ELSA support (EP trained staff)
- Personalised and specialised packages such as Grief/Bereavement support
- Referrals to the Mental Health Support Team
- Other ELSA programs on a personal need basis

Pupil Voice

Each class across school nominates pupils to represent them at regular meetings. These class representatives include:

- 2 school councillors
- Woodlands Safeguarding Team member
- Well-Being Team member
- Circle Time with the class teacher

Regular meetings are held, and assemblies delivered, to promote pupils of all abilities taking on roles and responsibilities within our school community.

Pupil voice is also recorded on the front of IEPs – stating how the pupil likes to learn, communicate and regulate, as well as recorded for annual reviews of EHCPs. At other times, staff will record pupil voice when a pupil highlights a concern or requests a change in support. Pupil voice is also gathered at the end of pastoral programs, to assess and monitor impact.

Parent Voice

Woodlands Primary facilitates communication with parents in a range of ways. These include:

- SENCo, Inclusion Manager, class teachers and other SLT are all available on the class dojo communication system
- Home visits and Induction meetings for new Nursery and Reception pupils
- Tour of school and meeting with SLT for all in-year transfer applications
- Early Learners, weekly organised sessions when parents/carers of pre-school children can come along for a drink, chat and zoned activities in our school hall
- 'Stay and Play', regularly organised sessions when parents are welcomed into school to participate in their child's learning journey in our EYFS setting, with staff available to speak with and answer any questions
- Nursery, Reception, and Year 1 parents bring their children in and settle their child with an early morning activity at the start of their day/session
- Every class teacher has a 'meet and greet' at class doors, making themselves or the class TA available at the start and end of each day
- SLT members carry out a 'meet and greet' duty every morning and are available for contact with parents
- All class teachers, pastoral staff and SLT are available for individual appointments by arrangement at the office, or via dojos
- Parent governors elected and representing parents on the governing board
- Parent/Carer/Family support available with our pastoral team via our Inclusion Manager, Mrs Fisher or Early Help Officer, Mrs Craven
- Meetings with Information and Advice Support Service (IASS), via parents directly contacting the service or school staff making a referral at a parent/carers request
- Parents invited to meetings to gather parent view/voice on referrals/requests (such as funding requests, EHCNAs, supporting the completion of forms, etc)
- Parents attend Early Help Support Planning Meetings (EHSPMs) and annual reviews for those with an Education Health Care Plan (EHCP)
- Parents/carers are invited to write comments on Individual Education Plans (IEPs), on a termly basis
- SENCo available to discuss pupils at Parent Consultation evenings

For further information with regards to Telford and Wrekin SEND Local Offer, visit:

<https://www.telfordsend.org.uk/site/index.php>

This school local offer was updated by Assistant Headteacher for SEND/SENCo (Mrs Murray) on 1st September 2026